



**Accessibility Plan Template for St Ralph Sherwin Catholic Academies  
2021-2022 Accessibility Plan**

**Name of Academy: Holy Rosary CVA**

**Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.**

<b>Targets</b>	<b>Strategies to Implement</b>	<b>Expected Outcome / Impact</b>	<b>Timeframe</b>	<b>Responsibility</b>
To ensure a personalised approach to differentiation where needed.	Monitor quality of differentiation and provision for SEND pupils.	Teachers have an in-depth knowledge of their pupils and, as a result, adapt and personalise the learning to meet the needs of all pupils. All pupils are able to fully access the curriculum.  All teachers are able to fully meet children's needs in accessing the curriculum. Increased access to the curriculum and better outcomes for pupils.	Ongoing as part of weekly learning walks and monitoring cycles.	HT, SLT, SENCO
To identify and implement high-quality interventions, where needed.	Monitor current interventions and their success/impact on progress. Purchase additional resources where needed.	Additional resources are explored carefully to ensure they will benefit the children's academic progress once implemented.	Completed termly or part way through intervention.	HT, SLT, SENCO



		Monitoring will demonstrate that the interventions are having a positive impact pupil outcomes.		
To organise classrooms to promote the participation and independence of all pupils.	Monitor teaching, inclusive of reviewing resources to ensure that lessons meet the needs of all pupils in the class. Classrooms are organised to promote the participation and independence of all pupils.	Learning environments are considered carefully, to ensure they are accessible to pupils with impairments e.g. hearing or visual. Increase in all pupils accessing the curriculum.	Ongoing as part of weekly learning walks and monitoring cycle.	HT, SLT, SENCO, All staff
To develop a programme of staff training to support pupils with SEND – focus on key areas of need within the school – e.g medical.	SENCo and external agencies to deliver training to all staff.	Staff members have the skills to support children with SEND and medical needs. Staff fully trained to support specific and individual needs of pupils.	Regular cycle of SEND staff meetings and CPD cycle	SENCO
To liaise with parents/carers/pre-school providers to prepare for the new intake of children in to Foundation Stage.	Identify pupils who may need adapted or additional provision.	Provisions are in place ready for when pupils start Foundation Stage.	Termly	EYFS leader, Pupil and Family support worker
To liaise with educational establishments to prepare the intake of	Identify pupils who may need adapted or additional provision.	Provisions are in place ready for when pupils start school.	As required	SENCO, SLT



new children who transfer within year.				
To liaise with secondary feeder schools for Y6 leavers.	Identify pupils who may need adapted or additional transition. Enhanced and bespoke transition programmes for individuals and groups.	Provision set in place for September start.	As required Pentecost term	Pupil and Family support worker, Y6 class teacher, SENCO
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum, including trips and residential visits, as well as extra-curricular provision.	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implement training when needed.	Pupils to have access to wider curriculum and positive experiences. Pupils feel included across the curriculum.	Ongoing	Pupil and Family support worker, SENCO, HT, SLT, All staff
To promote and celebrate diversity.	Diversity within school to be reflected in displays.	Increase in pupil participation, confidence and positive identity. Increased awareness of diversity.	Ongoing	All staff
To make better use of IT equipment to support pupils in accessing the curriculum.	Chrome books to be available to individual pupils to have greater access to learning and to be able to access and record work in appropriate ways.	Pupils more confident in recording work in different formats. Increased skills in touch-typing.	April 2022	Computing lead/SENCO



**Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.**

<b>Targets</b>	<b>Strategies to Implement</b>	<b>Expected Outcome / Impact</b>	<b>Timeframe</b>	<b>Responsibility</b>
To maintain safe and clear corridors / thoroughfares.	Keep clear of obstructions, impeding access.	Whole school building accessible to all. Accessible school.	Daily checks	PD, RS, SLT, HT, All staff
Develop sensory room	A purpose built one to one intervention area where children can benefit from nurture opportunities.	Identified pupils will receive additional support – these pupils are predominantly disadvantaged. Pupils’ self- esteem will increase as a result of this support and self-regulation.	March 2022	SENCO
Accessible Access is adequate and fit for purpose	Maintain existing level / ramped access	Pupils with physical disability can access school. Pupils with physical disability can attend school.	Ongoing	HT, PD, RS
Ensure existing facilities are fit for purpose	Maintain existing facilities	Pupils with physical disability can access school. Pupils with physical disability can attend school.	Ongoing	PD, RS, HT
To ensure access to changing and showering facilities.	Maintain existing facilities	Pupils with physical disability can access school. Pupils with physical disability can attend school.	Ongoing	PD, RS, HT
Reception area.	The main reception desk is designed at the correct height for wheelchair users.	All visitors can access the reception desk. All visitors can comfortably use the reception area.	ongoing	HT, PD





**Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled**

<b>Targets</b>	<b>Strategies to Implement</b>	<b>Expected Outcome / Impact</b>	<b>Timeframe</b>	<b>Responsibility</b>
To ensure availability of written material in alternative formats when specifically requested.	The school is aware of the LA services available for converting written information into alternative formats. The school, in turn, will continue to research further strategies to support.	School will be able to provide written information in different formats when required. Written information is fully accessible.	As required	PD, SENCO
To ensure school website is accessible to all stakeholders.	Review school website to ensure accessible to all intended stakeholders.	Fully accessible website.	July 2022	HT, Governors, TM
To ensure effective communication with parents.	Review text messaging and email system to ensure that it is easy and accessible for all parents.	All school information available for all parents. Delivery of school information to parents is improved / accessible.	Ongoing	PD, HT
To provide large font for all letters for parents with visual impairments.	The school provides all formats of letters for our parents who are visually impaired.	All school information available for all parents. Fully accessible correspondence.	As required	JF.PD
To develop use of social media accounts.	Sharing and celebrating the achievements and other work through school social media.	All school information available for all parents. Delivery of school information to parents is improved/accessible.	Ongoing	JF, PD, TM, HT, SLT, All staff